



Leechpool Primary School
Long Term Reading Plan
Year 1



Year 1						
	Autumn 1		Autumn 2		Spring 1	
Group reading	Focus: Word reading	Core texts: Children read appropriate book banded books	Focus: Word reading	Core texts: Children read appropriate book banded books	Focus: Word reading	Core texts: Children read appropriate book banded books
Whole class reading			Focus: Inference, Text structure, Word meaning	Core texts: The Lion inside, The smartest Giant in town, The bear who stared, Shine, Christmas nativity story Core clips: Edgar the excitable dragon, The bear and the hare,	Focus: Performing, Word meaning, Summarising	Core texts: Smartie the penguin, Buddy the dog , The three little wolves and the big bad pig,
Phonics	Tricky words: I, go, and, no, so, to, do, into, his, has, the, be , me, we, was, her, my, by, you, are, all, she, put, push, pull, full, they, of, some, come, love, have, here, there, were, out, house, one, once, what, when, said ask, little again, people, friend Sounds: ay, ai, a-e, ee, ea, e-e, oo, oo, ar, or, er, oi, nk, air, ear, ure		Tricky words: oh, again, one, once, there, their, little, ask, Sounds: oo, ew, u-e, er, ir, ur, or, au, aw, ou, ow, oy, oi		Tricky words: when, what, why, which, where, were, who, how, Sounds: air, are, (review sounds) - ay, ai, a-e, ee, ea, e-e, igh, ie, i-e, ow, oa, o-e, oo, ew, u-e	
	Spring 2		Summer 1		Summer 2	
Group reading	Focus: Word reading	Core texts: Children read appropriate book banded books	Focus: Word reading	Core texts: Children read appropriate book banded books	Focus: Word reading	Core texts: Children read appropriate book banded



Leechpool Primary School
 Long Term Reading Plan
 Year 1



Whole class reading	Focus: Prediction, Retrieval, Text structure	Core texts: Dinosaur that pooped a planet, The giraffe the pelly and me Animals Poems and Rhymes	Focus: Performing, Themes, Inference	Core texts: Raven Boy The Naughty Bus	Focus: Themes, Inference, Word meaning	Core texts: Katie goes to Scotland St David's Day Celebrations My first encyclopaedia of our world
Phonics	Tricky words: of, off, house, because, looked, called Sounds: (review sounds) - er, ir, ur, or, au, aw, ou, ow, oy, oi, (Words with more than two syllables), (alphabetical order)		Tricky words: Review tricky words Sounds: (letter names), (upper and lower case), (Review)		Tricky words: Review tricky words Sounds: (Review sounds) introduce the Year 2 song	



Leechpool Primary School
Long Term Reading Plan
Year 1



Word recognition

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes e.g. ow in snow and cow
- Read accurately but blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –e, -es, -ing, -ed, -er and –est endings
- Reading words with contractions and understand that the apostrophe represents the omitted letter
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading

Performing

- Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear
- Perform poetry individually or together; speak audibly and clearly

Summarising

- Identify main ideas of a text

Engaging in a range of reading

- Regularly listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Link what they read or hear read to their own experiences
- Make personal reading choices and simple comments about reading preferences

Understanding the themes, conventions and content of texts

- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Recognise simple recurring literary language in stories and poetry
- Recognise typical settings.

Understanding the text

- Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher
- Discuss the significance of the title and events
- Use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading
- Answer literal, inferential and evaluative comprehension questions
- Participate in discussion about what is read to them taking turns and listen to what other say
- Explain clearly their understanding of what is read to them

Understanding the structure of texts

- Be introduced to a variety of no-fiction books
- Distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them
- Sort non-fiction books into those with similar content/structure
- Identify simple non-fiction features that support the structure of the text
- Discuss the sequence of events in the stories and identify the beginning, middle and end.
- Discuss a poem's pattern

Understanding word meanings and use of language

- Discuss word meanings, linking new meanings to those already known
- Discuss favourite words and phrases in poems and stories.

Using inference and making predictions

- Make inferences on the basis of what is being said and done and through details in pictures
- Predict what might happen on the basis of what has been read so far
- Make simple prediction about what might happen next in stories based on knowledge of other stories and their own experience

Navigating texts

- Locate page showing specific information